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ABSTRACT

This report contains the strategic policy recommendations of the Wisconsin Statewide Basic Skills Task Force. Introductory material describes the need for basic skills education within Wisconsin's adult population, and role of Wisconsin Technical College System (WTCS) in meeting that need. The next section considers the Task Force's formation to assess current practices and policies affecting basic skills education, develop a vision/mission statement redefining the WTCS's role and purpose as a basic skills provider, and guide the continued development and strengthening of the delivery of basic skills education within the WTCS. The next two sections focus on basic skills education as a new mission for the WTCS, including recommendations concerning the WTCS State Board's role and actions to be taken by individual colleges, along with the proposed Basic Education Mission Statement. The bulk of the report contains the Task Force's recommendations in the following areas: (1) a new paradigm of basic skills education as part of an adult school-to-work continuum; (2) equity of access and adequate availability of services; (3) efficient and consistent applied intake and assessment procedures; (4) a new student-centered curriculum and instructional delivery system; (5) the use of technology to enhance instruction; (6) appropriate student support services; (7) instruction and programming that promote student retention and successful transition to occupational and other postsecondary programs; (8) the effective utilization and development of full- and part-time staff; (9) collaboration among basic education and support services providers; (10) an adequate and stable resource base; and (11) urban and rural initiatives. Appendixes provide background facts and trends. (KP)

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A New Paradigm for Basic Skills Education in Wisconsin

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A Strategic Policy Recommendations Report

Wisconsin Technical College System

JC 940 609

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A New Paradigm for Basic Skills Education in Wisconsin

A Strategic Policy Recommendations Report

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Wisconsin Technical College System

Blackhawk Technical College District

Chippewa Valley Technical College District

Fox Valley Technical College District

Gateway Technical College District

Lakeshore Technical College District

Madison Area Technical College District

Mid-State Technical College District

Milwaukee Area Technical College District

Moraine Park Technical College District

Nicolet Technical College District

Northcentral Technical College District

Northeast Wisconsin Technical College District

Southwest Wisconsin Technical College District

Waukesha County Area Technical College District

Western Wisconsin Technical College District

Wisconsin Indianhead Technical College District

Table of Contents

Task Force Members . . . . . inside cover

Acknowledgements ii

Letter from Dwight A. York, State Director v

Introduction vii

The Statewide Basic Skills Task Force viii

A New Mission for Basic Skills Education 1

Proposed Basic Education Mission Statement 4

Strategic Policy Recommendations of the Wisconsin Statewide Basic Skills Task Force 6

Background: Facts and Trends 29

Wisconsin Technical College System Board
Dwight A. York, State Director

June, 1994

Dear Task Force Members:

I am pleased to accept the report of the Basic Skills Task Force. This report presents a challenge to the WTCS that will require cooperation and collaboration at many levels. Working together as your recommendations propose, we can strengthen our basic skills education delivery system in Wisconsin.

My sincere thanks and appreciation go to the task force members for their dedication and diligent efforts on behalf of this very important area of education. The comprehensive strategic policy directions will give shape to the proposed new paradigm leading to more successful outcomes for all students.

Emphasis on collaboration and coordination is especially important to implementation of the task force recommendations. I strongly support working together with all of our partners to ensure the availability of high quality programs and services for all students. Wisconsin's nationally recognized collaborative model for delivery of basic skills education can only become more successful as a result of the work of this task force.

Sincerely,

Dwight A. York

Dwight A. York
State Director

DAY:KSS

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Strategic Policy Recommendations Of The Wisconsin Statewide Basic Skills Task Force

INTRODUCTION

One out of every five Wisconsin adults between 18 and 64 years of age has not completed twelve years of schooling or a high school diploma.[1] Most of these high school non-completers are socially and economically *at risk* because they may not have the basic education they need to access or retain meaningful and sustainable employment in an increasingly information-based technological society and a growing global economy. Many are unable to successfully participate in job training programs, occupational preparation and other college level programs, or even to support their children in their schooling experience. As in many other parts of the country, the Wisconsin adult population in need of basic skills education is becoming increasingly diverse in its racial and linguistic composition. One in every twenty out-of-school adults in the state is dominant in another language and speaks little English.[2] The population of adults lacking basic skills may not have the content knowledge base and essential technological skills needed to effectively function within the socio-democratic process, or to be informed members of the "learning communities" which futurists say need to be established to engage the challenges we will face in the 21st century.

Through their basic skills education programs, the technical colleges annually provide educational services to about one in every fifty adults in the state.

For purposes of this report the sixteen technical college districts in the state will be referred to as the Wisconsin Technical College System (WTCS). Through their basic skills education programs,[3] the technical colleges annually provide educational services to about one in every fifty adults in the state. Of those entering programs, close to forty percent do not stay long enough to make any educational progress. Almost half of those currently served by these programs are high school graduates. Dramatic declines in the academic performance of high school students, and increases in the number of high school dropouts in many urban communities across the state over the past five years, may contribute to a further growth of the adult population in need of basic skills education.

Almost half of those currently served by these programs are high school graduates.

The odds are even worse for the growing population of racial/ethnic minorities.

The Wisconsin Technical College System Board (WTCSB) and the Wisconsin Technical Colleges provide most of the funding for basic skills education programs. Such funds are a mix of local tax levy, state General Purpose Revenue (GPR), and federal grant dollars, mostly from the National Literacy Act (also known as the *Adult Education Act* or AEA) and the Vocational Education and Applied Technologies Act (VEA). During FY 1993, the investment in these programs amounted to approximately $32 million, of which $7.2 million were federal dollars.[4] In Wisconsin, very few private resources are used to fund basic skills education.

THE STATEWIDE BASIC SKILLS TASK FORCE

More effective ways to deliver basic skills education to adult learners can be found if collaboration with other agencies and providers is enhanced.

Concerned that the growing need for basic skills education programming may require resources beyond the present capacity of the WTCSB and the WTCS, and hopeful that more effective ways to deliver basic skills education to adult learners can be found if collaboration with other agencies and providers is enhanced, the State Director of the Wisconsin Technical College System created a **Statewide Basic Skills Task Force** to assess current practices and policies affecting basic skills education and to deliver on the following charge:

- The development of a vision/mission statement that redefines the role and purpose of the Wisconsin Technical College System as a provider of, and advocate for, basic skills education for all adult learners in Wisconsin into the 21st Century.

- The development of strategic directions, including specific strategic policy and broad programmatic recommendations, to guide the continued development and strengthening of the delivery of basic skills education within the WTCS.

The **Basic Skills Task Force** first came together in March of 1993 under the leadership of Co-Chairpersons Dr. Linda Stewart, Deputy State Director of the WTCS, and Tony Baez, Faculty Associate with the Center for Urban Community Development, UW-Milwaukee. The membership of the Task Force included representatives from a broad spectrum of practitioners and the constituencies affected by or involved with the delivery of basic skills education programs. Funds to support the work of the Task Force were provided by the Wisconsin Technical College System Board.

The Task Force is preparing to release two complementary reports.

Over the past year the Task Force has studied extensive data on basic skills education enrollments, programming, staffing, and funding. It conducted a comprehensive survey of all sixteen technical college districts on matters related to instructional program delivery, innovative practices, staff development, use of technology, and delivery of services to special populations. Teams made up of Task Force members and WTCS state agency staff visited every technical college district in the state and met with program officials, practitioners, students, private and public partners, community-based organizations, and volunteer literacy organizations.

The first report contains broad strategic policy directions.

After extensive deliberations, the Task Force is preparing to release two complementary reports for submission to the WTCS State Director and the WTCSB. This first report contains broad strategic policy directions which can guide and strengthen the future delivery of basic skills education programming in the state. The second report will provide specific recommendations for their implementation at the state and technical college district levels.

The second report will provide specific recommendations for their implementation.

A NEW MISSION FOR BASIC SKILLS EDUCATION

"The future now belongs to societies that organize themselves for learning."

-Ray Marshall & Marc Tucker

Historically, the WTCS has recognized the importance of basic skills education in assisting adults who need to develop the academic foundations and attitudes needed to succeed in job training, postsecondary education, and the workplace. A statutory mandate further places an obligation on the WTCS to function as the primary deliverer of basic skills programs in Wisconsin. The WTCS has met this obligation by maintaining a successful educational and administrative infrastructure, and state staff who have taken commendable steps to advocate for adult learners and promote basic skills education.

A statutory mandate further places an obligation on the WTCS to function as the primary deliverer of basic skills programs in Wisconsin.

The Wisconsin approach to literacy and basic skills education is also made unique thanks to the support and collaboration of a broad network of public and private community-based providers and volunteer literacy organizations, and to its connection to a statewide technical college system, recognized nationally for its success in preparing and sustaining a highly skilled workforce. The enhancement of its basic skills education continuum can well put Wisconsin on the map, if it takes action now to ensure that the potential of its human resources -- every capable and wanting youth and adult -- will not be wasted.

The strategic policy recommendations contained in this report are grounded in the strong belief that Wisconsin can significantly improve its system of basic skills education by shifting to a new instructional and program delivery paradigm. A new program paradigm should promote a shared obligation by all to help support the implementation of basic skills education which is truly student-centered, and which provides appropriate and adequate student support services.

The strategic policy recommendations contained in this report are grounded in the strong belief that Wisconsin can significantly improve its system of basic skills education by shifting to a new instructional and program delivery paradigm.

As per the charge to the Task Force described above, this report contains a recommended new *mission* and strategic policy directions to help guide the implementation of basic skills education programs at the state and local level into the 21st century.

The Statewide Basic Skills Task Force recognizes that its recommended mission statement and policy directions will require a major commitment to implementation by the WTCS, new and enhanced approaches by the WTCS state agency and technical college districts, and renewed linkages with other basic skills education providers. By adopting the recommendations of the Task Force, the WTCS State Director and the Wisconsin Technical College System Board will play a pivotal role in advocating for and leading the proposed qualitative improvements of basic skills education programs.

By adopting the recommendations of the Task Force, the WTCS State Director and the Wisconsin Technical College System Board will play a pivotal role in advocating for and leading the proposed qualitative improvements of basic skills education programs.

Specifically, the WTCSB and its state agency staff will have an immediate impact on the basic skills education programs by:

- **adopting the proposed mission statement;**
- **incorporating the proposed policy directions in all its future program planning, evaluation, program approval, and funding allocation deliberations and directives;**
- **establishing policy directing an immediate shift to the instructional paradigm recommended by the Task Force: one which is student-centered, driven by performance standards, benchmarking, high expectations of learners and staff, and which is socially and personally transformative of adult learners;**
- **supporting the initiatives described in this report relative to the enhancement of technology-based instruction, technology-based alternative instructional delivery systems, and the effective training of instructional staff in the use of technology;**

- **supporting accelerated and enhanced curriculum and staff development initiatives consistent with the proposed paradigm shift; and,**

- **supporting the proposed *Milwaukee Initiative*, intended as an expansion of basic skills education services for the city's poor and racial minorities, who are disproportionately at-risk because of their limited access to postsecondary education and their unequal access to the employment market.**

It is also critical that the Wisconsin Technical Colleges take a proactive approach to upgrade their basic skills education programs. The technical colleges should work individually and collectively as the Wisconsin Technical College System to:

It is also critical that the Wisconsin Technical Colleges take a proactive approach to upgrade their basic skills education programs.

- **Develop and approve a college mission statement consistent with the proposed WTCSB mission statement for basic education.**

- **Adopt and commit staff to operationalizing a new paradigm for basic skills programming and instructional delivery that places basic skills instruction within an adult school-to-work education continuum and emphasizes the broader context of assisting adults to acquire the full range of academic and technical competencies and content knowledge needed to become critical thinkers, self-directed and life-long learners, and active and productive members of society.**

- **Develop a comprehensive strategic plan incorporating existing plans and initiatives and the policy directions recommended by the Statewide Basic Skills Task Force.**

Develop a comprehensive strategic plan incorporating existing plans and initiatives and the policy directions recommended by the Statewide Basic Skills Task Force.

- **Develop and implement a plan for continuous improvement of basic skills programming with expected outcomes based on the proposed implementation strategy provided by the Statewide Basic Skills Task Force.**

- **Participate in standardizing and improving data collection and reporting to ensure better monitoring of local and statewide improvements and support for Basic Education Programs.**

- **Strengthen internal collaboration between basic skills and occupational programming to increase postsecondary opportunities for adults in Basic Education Programs.**

- **Commit to reinforcing and strengthening the role and image of basic education programming as a fundamental role of the Wisconsin Technical College System.**

PROPOSED BASIC EDUCATION MISSION STATEMENT

As charged, the Statewide Basic Skills Task Force developed and now recommends the adoption of the *Basic Education Mission Statement* which follows. The proposed *mission* is framed in the language of the new basic skills paradigm described throughout this document.

Offer an adult school-to-work education continuum which is student-centered and driven by high expectations and performance standards.

It is the mission of the Basic Education Programs of the Wisconsin Technical College System to offer an adult school-to-work education continuum[5] which is student-centered and driven by high expectations and performance standards. Basic Education Programs shall facilitate the acquisition by adult learners of basic academic, research, critical thinking and technology skills and culturally and socially relevant social science, mathematical and scientific knowledge. Basic Education Programs shall also facilitate the acquisition of college survival skills, a global understanding of careers, an understanding of the employment market and work. Adult learners in these programs shall be encouraged and supported to:

- **successfully enter and succeed in occupational programs and/or other postsecondary education**
- **attain and retain meaningful and sustainable employment**
- **effectively support literacy development and academic success within the family**
- **become informed and productive participants in the civic life of the community and larger society**
- **become self-directed and life-long learners**

To achieve these purposes, the Wisconsin Technical College System will advocate for the educational needs of adult learners, set policy and provide guidance for the effective implementation of its Basic Education Programs, and help establish instructional bridges and organizational structures which help move adult learners in a timely manner up the educational continuum into occupational and other postsecondary programs. Furthermore, it will develop and facilitate the implementation of instructional and student support programs in collaboration with other educating entities, public and private human service agencies, business/industry and labor, community-based organizations and volunteer literacy organizations.

The WTCS will help establish instructional bridges and organizational structures which help move adult learners in a timely manner up the educational continuum into occupational and other post-secondary programs.

STRATEGIC POLICY RECOMMENDATIONS

The strategic policy directions offered in this section of the report are framed in the context of the proposed new paradigm of basic education. They are not all inclusive; they represent a summarized version of those to be included in the final *implementation* report of the Task Force. Appropriate data, tables and charts supporting these recommended policy directions will also be included in the final report. The Task Force focused its deliberations on the themes highlighted below, because they help to inform the areas in need of reform. Some of the proposed initiatives expand on efforts already underway. All are supported by educational research and innovative practice both within the WTCS and in other parts of the country.

Both new pedagogy and terminology are needed to change the outdated perception and conform to the paradigm shift.

I. ***NEW PARADIGM - The WTCSB and the WTCS need to shift to a new education paradigm that will take basic skills education into the 21st Century. This paradigm shift is organizationally embodied in an adult school-to-work continuum which serves as the framework for basic skills education programming. With the continuum concept comes the recognition that basic skills education is much broader in scope than generally perceived. Programs and services range from those needed by adult learners at the lowest level of literacy to adults seeking a high school credential, to the high school graduate needing a high school course as a prerequisite for entry into a technical college program, to the student enrolled in a technical college program who needs supplemental assistance to ensure program graduation. Both new pedagogy and terminology are needed to change the outdated perception and conform to the paradigm shift. The Wisconsin Technical College System Board and the Wisconsin Technical Colleges should replace the currently used term "basic skills programs" with the term "basic education programs." The instructional shift to a curriculum which is student-centered, driven by content***

knowledge teaching, which is socially and culturally relevant, and which develops critical thinking, life-long learning skills, and English language proficiency in limited English speaking adults, is better described by the more encompassing label of "basic education programs."

- ***The WTCSB and the WTCS are encouraged to establish policy which supports an adult school-to-work continuum concept as the framework for basic education programming. This delivery system is best described as a pathway which includes various levels of instruction and allows for various stages of completion and reentry along the continuum.***

- ***The WTCSB and each of the Wisconsin Technical Colleges should shift from the use of "basic skills education" to "basic education" as the generic descriptive term for these programs and services.***

Adults need to have sound academic and technology skills taught within an intellectually liberating and empowering framework, complemented by meaningful and relevant content knowledge.

Adult learners will acquire the tools and knowledge they will need to become critical thinkers, self-directed and life-long learners, agents of social transformation, and productive members of society.

Shifting to a new educational paradigm in basic education is urged by the need for programming that goes beyond the teaching of isolated survival reading, writing, and computing skills. To be equipped for successful participation in job training, postsecondary education, and the society of the 21st Century, adults need to have sound academic and technology skills taught within an intellectually liberating and empowering framework, complemented by meaningful and relevant content knowledge. The paradigm shift advocated throughout this report is aimed at facilitating the means by which adult learners will acquire the tools and knowledge they will need to become critical thinkers, self-directed and life-long learners, agents of social transformation, and productive members of society. A new *culture* and *language* of basic education will be needed to support a successful programmatic transition to this new paradigm, as well as new organizational efforts which facilitate greater participation of learners in program planning and development, implementation, and evaluation.

Under the proposed adult school-to-work education continuum (See Chart A in Appendix.), adult learners will enter basic education programs at their appropriate level of instruction, guided by careful intake and academic assessment. They will then move along the continuum accessing a mix of carefully coordinated educational and support services until they successfully transition into occupational training, other postsecondary programming or work.

II. ***ACCESS - Adult learners should be assured of equity of access and adequate availability of services through one or more of the service providers within the basic education network.***

- ***The Wisconsin Technical College System Board should encourage and support increased and enhanced access through improved collaboration with its network of basic education providers, which includes all technical colleges, other educational and government entities, community-based organizations, volunteers, business and industry, and labor.***

The WTCSB should improve collaboration with its network of basic education providers, which includes all technical colleges, other educational and government entities, community-based organizations, volunteers, business and industry, and labor.

- ***The Wisconsin Technical College System Board and the technical colleges should re-evaluate current basic education practices to promote comparable quality programs by providing equity in the geographical distribution of basic education programs, equity of access regardless of racial and cultural/linguistic diversity, equity of access to technology, and comprehensive services at both campus-based and off-campus programs.***

Wisconsin adults, in need of basic education, who make a commitment to participate in a structured program of basic education because they plan to access job training, postsecondary education, or the employment market, should be afforded priority of access to instructional time and support services sufficient to enable them to meet their educational or employment goals.

The WTCS should continue to improve collaboration with the network of volunteer literacy and basic education providers, business/industry and labor, city, county, and other state government programs, correctional institutions, the Department of Public Instruction, and the state university system to enhance and expand access at all levels of the education continuum, and the level, scope, and quality of basic education services.

Access to basic education should also be provided to adults who may not be immediately pursuing completion of a high school diploma/GED or postsecondary education. The WTCS state agency staff should encourage technical colleges to collaborate with the network of basic education providers in developing alternative delivery systems to meet the educational needs of these adults.

*III. **INTAKE AND ASSESSMENT - Adult learners should have the benefit of efficient and consistent applied intake and assessment procedures.***

The WTCSB should establish statewide use of consistently applied intake and assessment procedures to facilitate the appropriate placement and monitoring of adult learners.

- ***The Wisconsin Technical College System should establish statewide use of consistently applied intake and assessment procedures to facilitate the appropriate placement and monitoring of adult learners along the adult school-to-work education continuum and its student support services. It should also encourage technical college districts to assist in training other providers and volunteer literacy organizations to use such a system.***

New intake and assessment procedures should be student friendly, and should produce individual Personal Education Plans (PEPs), performance-based assessments and Individual Academic Portfolios.

- ***The Wisconsin Technical College System should promote the use of an individualized student academic plan system for basic education students, which includes a "student friendly" Personal Education Plan (PEP) document that helps to identify goals and educational needs of adult learners, and monitors their progress along the adult school-to-work educational continuum.***

In many WTCS basic education programs, the placement and academic monitoring of adult learners in instructional activities along the adult school-to-work educational continuum is ineffective and may contribute to high levels of student attrition. New intake and assessment procedures should be student *friendly*, and should produce individual Personal Education Plans (**PEP**), performance-based assessments and *Individual Academic Portfolios*. **PEPs** should be driven by the educational needs and goals of the learners, should be used to determine the appropriate placement in the adult school-to-work educational continuum, and should generate documentation on learners skills and progress.

In technical college districts with significant numbers of limited English proficient (LEP) adults, new intake and assessment procedures need to be developed with consideration to the linguistic and cultural diversity of the population to be served.

Adult learners should have the benefit of curriculum that is socially, culturally and linguistically relevant; which facilitates attainment of content knowledge and the academically integrated and applied competencies.

For students with disabilities, PEPs should document accommodations and adaptations in curriculum and/or methodology needed by the learner. The PEP can become the basis for an informed transition to post-secondary programming.

IV. ***CURRICULUM AND INSTRUCTION - Adult learners should have the benefit of learning within a new curriculum and instructional delivery system that is student-centered and driven by high expectations and standards; which is supported by curriculum that is socially, culturally and linguistically relevant; which facilitates attainment of content knowledge and the academically integrated and applied competencies[6] needed to successfully move along the adult school-to-work education continuum, enter occupational/postsecondary programs, and become productive citizens and life-long learners; and which facilitates adult learner involvement in the planning and development, implementation, and evaluation of basic education programs.***

This new paradigm for basic education programs should lead to programs that optimize student outcomes and instructional effectiveness, set benchmarks for academic success, and facilitate timely and successful movement of students into occupational or other post-secondary programs.

- ***The Wisconsin Technical College System Board, the technical colleges, and the network of basic education providers should support an immediate shift in the instructional paradigm which informs basic education programs. This new paradigm for basic education programs should lead to programs that optimize student outcomes and instructional effectiveness, set benchmarks for academic success, and facilitate timely and successful movement of students along the adult school-to-work educational continuum and into occupational or other post-secondary programs.***

- ***The Wisconsin Technical College System Board and the WTCS state agency should direct resources to support curriculum development efforts and instructional projects that embrace and operationalize the shift to the proposed new paradigm.***

Most current basic education programming stresses the acquisition of reading, writing, math, and English language skills, and is delivered using traditional individualized instructional methods. A new direction in basic education should stress content-based courses that are integrated across knowledge disciplines, culturally and linguistically inclusive, and delivered in an *applied* mode utilizing, where necessary, technology-based alternative delivery systems. At the upper end of the adult school-to-work educational continuum, adult secondary programs should offer a range of content-driven courses designed to prepare participants for success in postsecondary education, and supported by appropriate science, math, and technology-based labs. Basic education instruction should have a personally and socially transformative effect on program participants. It should provide them with a sound understanding of careers and the workplace; it should empower them as participants in shaping the content and outcomes of their learning and with self-directed learning skills; and it should turn them into life-long learners. The WTCS state agency should also encourage technical college districts to develop basic education curriculum plans informed by the new paradigm and which incorporate the standards set by the *Wisconsin Indicators of Program Quality* and the *Wisconsin Tech Prep Enablers*.

Direct resources to support curriculum development efforts and instructional projects that embrace and operationalize the shift to the proposed new paradigm.

Basic education programs should create "families of learners," provide learners with an adequate mix of individualized and group instruction, access to technology, academic and tutorial assistance from staff or volunteers, and other support services. Greater responsibility for academic success should rest with the adult learner. Instructional and administrative staff should be made accountable for effective, relevant, and motivating instruction.

There has been a significant growth over the last ten years in the population of adult learners who need both basic education and English language proficiency development.

There has been a significant growth over the last ten years in the population of adult learners who need both basic education and English language proficiency development.[7] Reliance on traditional English as a Second Language (ESL) courses to meet their educational needs is no longer sufficient. These courses need to be made consistent with the new basic education paradigm. In technical college districts with large numbers of single-language LEP adults, bilingual instructional approaches (where

the learner's native language is used to provide content instruction) are needed, as are new courses to effectively support LEP learners' acquisition of academic English language skills.

The WTCSB should develop and publish clear definitions of all program components of basic education. These definitions should be consistent with the strategic policy directions related to instruction that are described in this report. The WTCS state agency should seek the assistance of the ***State Basic Skills Curriculum Task Force*** to develop corresponding curriculum guidelines for the new definitions, and appropriate curriculum to support a continuum of adult basic education and adult secondary education courses consistent with the pedagogy and instructional policies delineated in this report.

Use of technology should also be expanded to provide the flexibility needed to accommodate learning styles and pace of learning.

Ensure that the technology needs of basic education programs, and those of programs in outreach centers or community-based partners, are addressed in the districts' short and long-range plans for acquisition of technology.

V. ***TECHNOLOGY - Basic Education instruction should be enhanced through the use of technology. Use of technology should also be expanded to provide the flexibility needed to accommodate learning styles and pace of learning, and to meet the growing demand for services through the use of technology-based delivery systems. Technology-based instructional models will enable the Wisconsin Technical College System to increase enrollment and retainment by providing more options for the nontraditional student. Adult learners should also be taught about the uses and applications of technology for learning and communications.***

- ***The Wisconsin Technical College System Board and its state agency should collaborate with technical college districts to ensure that the technology needs of basic education programs, and those of programs in outreach centers or community-based partners, are addressed in the districts' short and long-range plans for acquisition of technology.***

- ***The Wisconsin Technical College System Board and its state agency should encourage increased use of technology by funding basic education projects which produce technology-based programming and learning alternatives. It should also support statewide staff development to increase instructors' skills in the use of technology.***

- ***The Wisconsin Technical College System Board and its state agency should support statewide planning by technical colleges and other providers to identify and implement best practices in the use of technology-based programming consistent with the instructional paradigm advanced in this report.***

Develop new technology-based courses and instructional support software consistent with the proposed new directions in basic education.

There is a major need for increased use of technology in the delivery of basic education. To successfully participate in the society of the 21st Century, adult learners also need to learn about technology and its many uses for learning, personal development, and communications. There are instructional policy issues, fiscal considerations, and significant staff development challenges associated with the infusion of technology in basic education which need to be assessed and addressed by the WTCS state agency and technical college districts, independently and in collaboration with other major public educating entities, such as the DPI and the UW System.

Prepare staff in the effective use of instructional technology and technology-based delivery systems.

Technical college districts need to aggressively support the inclusion in their district technology development plans of the technology needs of basic education programs. They need to develop new technology-based courses and instructional support software consistent with the proposed new directions in basic education pedagogy described throughout this report, and to prepare staff in the effective use of instructional technology and technology-based delivery systems. Technical college districts should also facilitate increased access by basic education staff to information technology resources to promote scholarly and professional interchange of ideas and experiences.

VI. ***SUPPORT SERVICES - Adult learners are better retained in the school-to-work education continuum and transitioned more successfully into occupational and postsecondary programs when they are provided with a myriad of consistently available and appropriate student support services. Such services are most effective and consistent when they are collaboratively provided by the WTCS and other governmental and community-based providers.***

- ***The Wisconsin Technical College System Board should establish policy that encourages technical colleges and other providers to offer adult learners reasonable access to essential student support services available to postsecondary program students which help improve student attendance and steady progress along the school-to-work continuum.***

Offer adult learners reasonable access to essential student support services available to postsecondary program students which help improve student attendance and steady progress.

- ***The Wisconsin Technical College System Board and its state agency should encourage coordination and collaboration with external organizations and agencies to provide student support services to adults in basic education programs.***

The Statewide Basic Skills Task Force found that student support services (career advising, guidance, child care, transportation, family planning, referrals to health care and other human services, AODA services, academic tutoring and computer support centers, etc.) are a critical component of successful basic education programs. Where these services exist, learner retention is far greater. Wisconsin technical college districts should be encouraged to collaborate with local and state human service agencies, and other basic education providers, to increase the current level of support services, where needed.

WTCS districts should also be encouraged to develop greater capacity to provide learners in basic education programs with access to academic support centers and computer-based labs to facilitate and encourage self-directed and life-long learning.

VII. RETENTION AND TRANSITION - Basic Education Programs should have high expectations of and expect a commitment to study from adult learners; they should also facilitate their timely movement along the school-to-work continuum. Program management and instructional staff should also be expected to make instruction and programming effective, relevant, and supportive so as to increase the successful transition of adult learners to occupational and other postsecondary programs.

- ***The Wisconsin Technical College System Board and its state agency should establish policy which requires basic education programs to set student, staff, and program performance standards and measures that assess and promote students movement along the school-to-work education continuum and the capability of programs to help them succeed.***

- ***The Wisconsin Technical College System and its state agency should encourage collaboration between basic education and occupational faculty, to ensure that completers have the skills and knowledge levels required to enroll and successfully perform the coursework in occupational programs.***

- ***The Wisconsin Technical College System should encourage and support efforts to expand the recruitment of adults in basic education programs into occupational programs.***

- ***Technical college districts should be strongly encouraged by the WTCS state agency to set appropriate entry standards into occupational programs. Entry level standards for occupational programs can help inform the content of basic education programs.***

A primary goal of basic education programs should be to transition learners into postsecondary programs or meaningful and sustainable employment. WTCS districts should develop programs which help to programmatically "bridge" or link basic education, occupational, and other postsecondary programs.

Have high expectations of and expect a commitment to study from adult learners.

Establish policy which requires basic education programs to set student, staff, and program performance standards and measures.

Entry level standards for occupational programs can help inform the content of basic education programs.

A primary goal of basic education programs should be to transition learners into postsecondary programs or meaningful and sustainable employment.

The WTCSB should collaborate with technical college districts to develop and implement "benchmarks" which provide students with academic successes and rewards, such as immediate employment opportunities. Adult learners who move successfully along the adult school-to-work educational continuum should be ensured priority of access to and admission into WTCS occupational/postsecondary programs. The WTCS state agency should promote and fund pilot programs that offer to do this, and explore future policy for statewide implementation.

This Task Force found that technical college districts and their occupational programs continue to be ambivalent about setting program entry standards. It is important that technical college districts be strongly encouraged by the WTCS state agency to set appropriate entry standards. These standards can also serve as benchmarks to be reached by participants in basic education programs.

The WTCSB should set policy that requires each technical college district to develop a retention plan directed at adult learners in basic education programs.

Consistent with its prior actions on the *Statewide Minority Participation in Wisconsin VTAE System Task Force Report*, the WTCSB should set policy that requires each technical college district to develop a retention plan directed at adult learners in basic education programs.

VIII. STAFF - To sustain and improve program quality, it is imperative that Wisconsin Technical Colleges explore the most effective programmatic utilization of full- and part-time staff, and that all basic education staff be afforded increased opportunities for professional and instructional development, as well as opportunities to improve their effectiveness in teaching a racially diverse population with different learning styles and with a great need for confidence in themselves and the learning process.

- ***The Wisconsin Technical College System Board, its state agency, and technical college districts should support staff development for basic education instructors based on the new instructional paradigm, and should provide opportunities for staff to learn how best to infuse appropriate technology into the basic education delivery systems.***

- ***The Wisconsin Technical College System's state agency should provide statewide staff development and encourage technical districts to enhance the effectiveness of staff in serving diverse populations. It should also support and encourage technical college districts to set and implement efforts for greater racial and ethnic diversification of basic skills staff.***

The shift in basic education pedagogy proposed in these recommendations will require a substantive philosophical, curricular and instructional delivery re-orientation of many full- and part-time staff in WTCSB funded programs.

Encourage technical districts to enhance the effectiveness of staff in serving diverse populations.

The WTCSB should direct its state agency staff and the *Basic Skills Curriculum Task Force* to collaborate with technical college faculty and other curriculum development experts in designing staff development plans informed by the instructional policies delineated in this report. It should be an objective of such efforts to provide appropriate inservice to <u>all</u> staff associated with the WTCS basic education network, including instructional and support staff at CBOs and other outreach centers, and volunteer literacy providers. Technical college district should also be encouraged to have basic education faculty develop individual "Faculty Development Plans" to help assess the need for further professional development and technology-user skills.

Provide appropriate inservice to <u>all</u> staff associated with the WTCS basic education network, including instructional and support staff at CBOs and other outreach centers, and volunteer literacy providers.

The WTCSB should direct its state agency staff to re-examine state certification standards to determine if these prevent or hamper the certifying of individuals with content-knowledge or occupational training to teach basic education courses. Barriers which impair the ability of districts to recruit more racial/ethnic minority staff should be identified and eliminated.

Three of the biggest challenges faced by the WTCS are (1) the need for greater "racial/ethnic diversification" of basic education staff, (2) making all full- and part-time staff more aware of cultural/racial diversity issues in order to provide quality and relevant instruction to all adult learners regardless of their ethnicity or race, and (3) helping staff to recognize the diverse learning styles and instructional levels of adults learners and the need to develop educational strategies that are effective in reaching them. The WTCS state agency should encourage and help technical college districts identify and address obstacles to greater representation of

racial/ethnic minorities in the composition of their basic education staff, and promote activities intended to enhance staff "diversification."

The WTCSB and its state agency staff need to encourage technical colleges to re-evaluate their staff utilization practices to ensure that adult learners have access to adequate levels of instructional time in urban, rural, outreach and community-based centers.

Re-evaluate staff utilization practices to ensure that adult learners have access to adequate levels of instructional time in urban, rural, outreach and community-based centers.

IX. ***COLLABORATION - Adult learners in need of basic education programming can be better served by strengthening the programmatic effectiveness and the collaboration between and among the network of basic education and support services providers.***

Enhanced collaboration is central to the proposed paradigm shift in basic education. The Wisconsin adult population in need of basic education is too large to be served only by programming funded and/or directed by the WTCSB and the WTCS. The WTCSB, its state agency staff, and technical college districts need to reach out to the broad network of volunteer and community-based basic education providers, to business/industry and labor, and to other publicly supported educating entities and human services agencies to improve upon existing collaborative agreements and/or to establish new collaborative activities consistent with the recommendations of this report. All entities of the public and private sector need to collaborate in the delivery of educational and support services to their corresponding sectors of the adult population in need of access to basic education and support programs. The relationship between the WTCS and other public entities such as the Department of Public Instruction, local school districts, and the university system in the delivery of basic education needs to be further clarified and made truly complementary. To facilitate a process of role clarification and cooperation between the appropriate agencies and sister institutions, the WTCSB needs to adopt and promote policies that make this happen.

The relationship between the WTCS and other public entities such as the Department of Public Instruction, local school districts, and the university system in the delivery of basic education needs to be further clarified and made truly complementary.

Volunteer Literacy Groups, Community-Based Organizations, and Other Providers

- ***The Wisconsin Technical College System Board should make explicit its commitment to expand its support for efforts directed at improving the effectiveness of the basic education network of community-based organizations, volunteer literacy groups, libraries, labor, business and industry, and other government funded human services agencies.***

- ***The Wisconsin Technical College System Board should encourage technical colleges to establish agreements with other providers for formal articulation of programs, sharing of support services, access to staff development and technical assistance, and referral guidelines and options to maximize access to and availability of services.***

Shared responsibility in delivering educational and support services to adult learners in the state will be enhanced if the WTCS encourages technical college districts to make a commitment to marshal their resources to promote effectiveness in the delivery of basic education, and to support similar efforts among the members of the network of non-WTCS providers.

The notion of *shared responsibility* in delivering educational and support services to adult learners in the state will be enhanced if the WTCS encourages technical college districts to make a commitment to marshal their resources to promote effectiveness in the delivery of basic education, and to support similar efforts among the members of the network of non-WTCS providers. The WTCS state agency should also collaborate with districts in acquiring resources to enhance programmatic efforts, and should articulate formal agreements on matters of cost sharing and the use of instructional facilities.

There is a need for an articulated and well coordinated effort to better utilize volunteers.

There is a need for an articulated and well coordinated effort to better utilize volunteers. To that end, where feasible, technical college districts should be strongly encouraged to create a full-time professional position at each Wisconsin Technical College to coordinate the activities of volunteers and other partners in the basic education network. This individual should develop bridges between the college and the community, oversee the educational component of the volunteer effort to compliment the WTCS curriculum, , coordinate training and support to volunteer organizations and other partners in the *network*, and provide technical assistance to volunteer literacy organizations and other literacy advocacy groups in the acquisition of fiscal resources.

Continue to collaborate with business, industry and labor to ensure that workplace education is successful across the state.

In both urban and rural communities public school systems can make their facilities available for collaborative basic education instruction and Family Literacy programs.

Business, Industry and Labor

- ***The Wisconsin Technical College System Board should promote among business, industry and labor the need to support basic education in the workplace and a long-term commitment to provide funding.***

- ***The Wisconsin Technical College System Board and the technical colleges should continue to collaborate with business, industry and labor to ensure that workplace education is successful across the state. Responsibility for the cost of workplace education should continue to reside with business, industry, and labor. Efforts should be made by Wisconsin Technical College districts to reduce the danger of pricing basic education out of the reach of smaller businesses and industry.***

Department of Public Instruction

- ***The Wisconsin Technical College Board and the Wisconsin Department of Public Instruction should establish policy within their respective systems to plan and deliver appropriate services to adult learners within their communities by greater sharing of:***

    - *Physical Facilities - In both urban and rural communities public school systems can make their facilities available for collaborative basic education instruction and Family Literacy programs. School districts can also facilitate access to science and math labs for adult learners in these programs. In urban centers, the two systems can collaborate to establish in-school parent education academies where basic education and other services can be provided.*

* *Instructional Staff - In many communities public school staff can provide basic education instruction in after school programs; they can collaborate with technical college faculty in developing innovative basic education programs directed at parents; and they can teach courses that are prerequisite to occupational programs.*

* *Financial resources - The cost of providing high school level courses that are prerequisites for occupational training should be shared by both the WTCS and the DPI.*

The cost of providing high school level courses that are prerequisites for occupational training should be shared by both the WTCS and the DPI.

- ***The Wisconsin Technical College System Board and the DPI should assess the effectiveness of at-risk programs under Chapter 118.15 and recommend policies and strategies to improve program effectiveness.***

The WTCS and the DPI should collaborate on providing increased access to adult learners who wish to prepare for occupational or postsecondary education. In both rural and urban communities, WTCS colleges and local school districts should be encouraged to collaborate in setting up programs for adult learners in public school facilities. A strategy of joint delivery can be beneficial to both systems and will surely benefit adults who are parents of children in the public schools.

In both rural and urban communities, WTCS colleges and local school districts should be encouraged to collaborate in setting up programs for adult learners in public school facilities.

Wisconsin Statute 118.15 created new challenges for the basic education delivery system. The WTCSB and the DPI should collaborate in the creation of a standing committee of staff with expertise on these matters. The committee should be responsible for providing ongoing technical assistance and monitoring in the implementation of this state mandate, and should make recommendations to WTCS and DPI on program and instructional changes that can help the state to fine tune its at-risk youth legislation.

The WTCSB and the DPI should collaborate to clearly define their respective roles in providing high school level courses that are prerequisites for occupational and postsecondary program entry. A mix of delivery modes could reduce cost and ease logistics of delivery. Courses could be simulcasted at WTCS districts and other locations through the use of modern technology, such as ITFS. Courses can be made available to both secondary public schools students and adult learners. High school credit or equivalence can be granted by the appropriate institution.

Seek an increase in the involvement of UW faculty from all disciplines of knowledge in matters of basic education programming, staff development, evaluation, and research.

It is in the best interest of both systems that there be increased collaboration in the proliferation of scholarly research, evaluation, and writing about the condition of basic education in Wisconsin.

University of Wisconsin System

- ***The Wisconsin Technical College System Board and the University of Wisconsin System should collaborate to promote greater instructional collaboration between technical college districts and UW campuses to help institute staff development and certification programs which are consistent with the instructional paradigm advanced in this report.***

- ***The Wisconsin Technical College System and UW System should be encouraged to seek an increase in the involvement of UW faculty from all disciplines of knowledge in matters of basic education programming, staff development, evaluation, and research.***

- ***The WTCS and the UW System should collaborate in the development of staff certification and inservice programs to prepare basic education instructors who are sensitive to and prepared to effectively teach adult learners of diverse racial backgrounds and learning styles.***

It is in the best interest of both systems that there be increased collaboration in the proliferation of scholarly research, evaluation, and writing about the condition of basic education in Wisconsin. It is critical that university faculty help give visibility in the scholarly literature to the efforts of technical colleges in addressing literacy and adult academic development. UW faculty should be encouraged by the UW system to become involved in supporting WTCS curriculum and staff development activities.

Human Service Agencies and Other Government Entities

- ***The Wisconsin Technical College System Board and its state agency should develop formal agreements with state and federally supported human services and job training agencies which also provide basic skills and support services to adult learners associated with WTCS basic education programs.***

- ***The Wisconsin Technical College System should encourage greater collaboration with external agencies in the planning and development of programs which utilize the technical colleges as the primary provider of basic education.***

There should be more efforts at joint planning with human services agencies, especially in the development and implementation of new initiatives directed at improving access to employment.

Many technical college districts expressed concern to the Task Force about the increase in the number of referrals by mandated government programs administered by human service agencies to WTCS basic education programs, and about the reporting burden these referrals often placed on WTCS staff. It was indicated that clients of external agencies are provided with assessment and testing services and instruction and other support services at no cost to the student or the agency. There is concern that these agencies should be able to absorb a greater share of the cost of some of these services. WTCS districts need to increase dialogue with external providers on these matters. There should be more efforts at joint planning with human services agencies, especially in the development and implementation of new initiatives directed at improving access to employment, such as the new Milwaukee Job Centers. Such collaboration could render beneficial results for the clients of both systems.

Corrections

- ***The Wisconsin Technical College System Board should encourage correctional institutions at all levels of government to assume greater responsibility for the delivery and funding of basic education for the incarcerated.***

Encourage correctional institutions at all levels of government to assume greater responsibility for the delivery and funding of basic education for the incarcerated.

- ***The Wisconsin Technical College System should encourage, collaborate with, and assist correctional institutions that show interest in developing and implementing comprehensive basic education programs consistent with the instructional paradigm advanced in this report.***

It is important that technical college districts recognize the significance of collaboration in providing basic education to the incarcerated. Encouraging local responsibility and active county programming can significantly reduce recidivism with faster turn around and less cost than delaying intervention to the state system after more serious crimes have been committed. More effective use of technology can also assist in the delivery of instruction.

X. ***FUNDING - Basic Education Programs function as academic foundation building for the Wisconsin Technical College System and its occupational training mission. Because of the Basic Education Program's importance in preparing adults for future job training and work, they should be supported by an adequate and stable resource base.***

Support legislative changes that will allow assessment of a fee to individuals, agencies, and institutions for basic education and English as a Second Language services provided to adult learners with a high school diploma or equivalent.

Encourage and support expansion of external funding to facilitate statewide, regional, and individual district implementation.

- ***The Wisconsin Technical College System should establish policy that supports systemic inclusion of basic education programming in the fiscal planning and ongoing appropriations of technical college districts.***

- ***The Wisconsin Technical College System Board should support legislative changes that will allow assessment of a fee[9] to individuals, agencies, and institutions for basic education and English as a Second Language services provided to adult learners with a high school diploma or equivalent. A fee is not to be confused with tuition, but rather, it is a small charge to encourage student commitment to the program.***

- ***The Wisconsin Technical College System Board should encourage and support expansion of external funding to facilitate statewide, regional, and individual district implementation of innovative programs.***

- ***The Wisconsin Technical College System Board should review all existing funding sources and relevant policies to determine the need for and availability of funds for addressing the new instructional paradigm. Technical College districts should be encouraged to identify funds generated by basic education participants to determine if more of such funds should be invested in basic education programs.***

Review all existing funding sources and relevant policies to determine the need for and availability of funds for addressing the new instructional paradigm.

It is commendable that some WTCS districts have appropriated substantial local resources to support their basic education programs. The WTCSB should encourage all technical college districts to increase their share of the costs of basic education programming by appropriating local levy resources. Technical college districts should be encouraged to collaborate with city and county officials, business and industry, and local charities ("giving" entities) to create a more stable funding base for basic education.

The WTCSB and technical college districts should collaborate with other state agencies (i.e., DPI, Health and Social Services, Corrections, etc.) on a funding initiative intended to increase the level of external funds currently available to supplement local and state resources. The current level of AEA funds is insufficient to meet the needs of the 0-8 grade level population in need of adult basic education. The WTCSB should promote collaboratively with other states the need for a higher federal National Literacy Act fiscal appropriation and for greater flexibility in the use of AEA resources.

Review the use and distribution of General Purpose Revenue (GPR) incentive funds. GPR funds may need to be directed at instructional activities and student support services that facilitate and accelerate the transition from basic education into post-secondary programs.

The WTCSB and its state agency should review the use and distribution of General Purpose Revenue (GPR) incentive funds. GPR funds may need to be directed at instructional activities and student support services that facilitate and accelerate the transition from basic education into postsecondary programs; they should also be directed at innovative projects that focus on pre-occupational and pre-college preparation.

The WTCSB and its state agency need to revise the Request For Proposal process related to basic education to encourage a shift to a comprehensive approach to basic education service delivery. This could be accomplished by requiring the submission of one comprehensive plan for basic skills programming (with separate budgets by funding source).

The WTCSB and its state agency should revise and expand its basic education program evaluation and accountability processes to make them consistent with the educational paradigm advanced in this report, and should encourage technical college districts to do likewise. Basic education programs which fail to implement the new directions in instructional content and delivery recommended by the ***Statewide Basic Skills Task Force*** should not receive funding priority.

Revise and expand its basic education program evaluation and accountability processes to make them consistent with the educational paradigm advanced.

The WTCSB should set policy so that adults already possessing a high school diploma or its equivalent can be assessed a nominal fee when enrolling in basic education or ESL courses to obtain high school competencies required as prerequisite to entry into occupational or postsecondary programs.

XI. URBAN AND RURAL INITIATIVES - The delivery of basic education programs should be customized so that equitable access and quality programming are provided in urban and rural settings.

- ***The Wisconsin Technical College System Board should establish policy which recognizes that equity in treatment cannot always be defined as treating every district and program the same. The Wisconsin Technical College System Board should support urban and rural initiatives that focus on the needs of adult learners in settings neglected by or underserved due to limited statewide programmatic and fiscal policies. Such initiatives may require support of the Wisconsin legislature and other policy-making and funding sources.***

Support urban and rural initiatives that focus on the needs of adult learners in settings neglected by or underserved due to limited statewide programmatic and fiscal policies.

Urban Issues

In urban communities criteria for the development, implementation, and funding of basic education programs should be driven by thoughtful analysis of the needs of adult learners by geographical and ethnic/racial distribution. Districts are encouraged to develop innovative programming that addresses the diverse cultural-linguistic background and learning styles of adult learners. Non-traditional programs should also be offered at times and locations that are more accessible to urban working populations.

Non-traditional programs should also be offered at times and locations that are more accessible to urban working populations.

The WTCSB needs policy which helps shape a comprehensive basic education urban initiative directed specifically at the Milwaukee area. This initiative should address the extreme fiscal need of this district and the large geographical concentration of adults who need basic education programming to access the local economy, and to support family stability and the academic success of children. A ***Milwaukee Area Basic Education Initiative*** should promote collaboration between the WTCS state agency and the local community on a fiscal legislative strategy to support innovative programming and student support services directed, particularly, at adult learners of every racial or ethnic minority background. Critical to the success of any such initiative is the need for collaboration between MATC, the Milwaukee Public Schools, other Milwaukee area school districts with increasing racial or ethnic minority enrollments, UW-Milwaukee, local city and county agencies, and CBOs. A Milwaukee Initiative should also address workplace issues, and issues related to better equity in service delivery between on-campus and off-campus programs, and the development of new experimental and innovative programs consistent with the paradigm of basic education advanced by this report. Preference in funding should be given to programmatic efforts that significantly depart from traditional basic skills services and which embrace the new instructional paradigm advanced in this report.

A Milwaukee Area Basic Education Initiative should promote collaboration between the WTCS state agency and the local community on a fiscal legislative strategy to support innovative programming and student support services directed, particularly, at adult learners of every racial or ethnic minority background.

Rural Issues

Basic education programs in rural settings focus on serving individuals in isolated settings where time, distance and cost often make comprehensive services prohibitive. Technology-based alternative delivery systems may be another means of reaching these individuals. In a time of rapid technological developments, the need for a change in the primary delivery mode of instruction in rural settings should be explored. To accomplish this, there will be a need for resources to acquire appropriate technology hardware and software, and for expanded staff development and training.

Programs in rural settings focus on serving individuals in isolated settings where time, distance and cost often make comprehensive services prohibitive. Technology-based alternative delivery systems may be another means of reaching these individuals.

ENDNOTES

1. U.S. Bureau of the Census, 1990.

2. U.S. Bureau of the Census, 1990.

3. Currently, these programs include Adult Basic Education (ABE), Adult Secondary Education (ASE) and English as a Second Language (ESL), High School Credit courses, and Careers Education courses. A few districts provide bilingual basic skills education.

4. Approximately 16.7% of the $32 million are state GPR incentive funds and another 60.6% are a combination of state aids, program revenue and institutional revenue, and local levy.

5. The concept of a "school-to-work" education continuum is borrowed from the K-12 education reform movement. It is used in this report in its broadest application: the reorganization of the curriculum and its instructional delivery system to prepare learners for both immediate and sustainable employment, postsecondary education, and life-long learning.

6. There are numerous and elaborate definitions in the education literature of terms such as "content-knowledge based," "academically integrated" and "applied competencies." Some will be included in the Statewide Basic Skills Task Force implementation report. Throughout this policy report, references to such terms imply instruction which integrates common aspects of academic disciplines to ensure that the teaching of knowledge is relevant and holistic, a knowledge or *knowing* that students appreciate more because it is presented in a manner that they can apply in their day-to-day reality. This approach does not negate the importance of theory. It merely grounds instruction in *knowing* that is closer to the learners experience and the material world.

7. The 1990 U.S. Census indicates that in Wisconsin the Asian and Hispanic population grew by 153% and 48%, respectively, between 1980 and 1990.

8. As used in this report, a fee is not to be confused with *tuition*. A *fee* would constitute a small charge to the student for enrolling in a basic education program. Its purpose is to encourage student commitment to the program.

Appendix

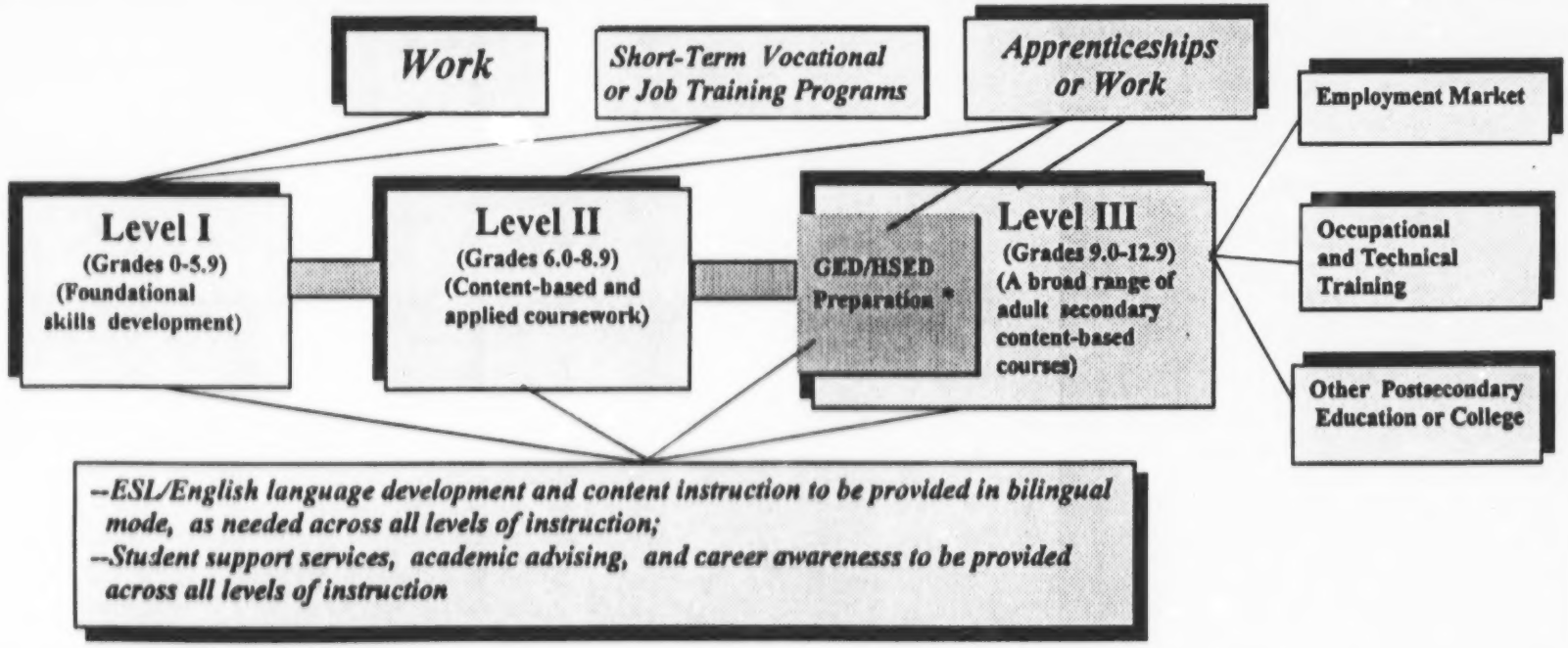
Facts and Trends

Chart A

Statewide Basic Skills Task Force Recommendations: Adult School-To-Work Education Continuum

Access — Provide equitable access to accelerated and technology-enhanced basic education to all in need in **Levels I and II** in rural and urban settings at WTCS districts and in collaboration with the community-based ***network*** of literacy and basic education providers.

Ensure Transition to Occupatioanal Training/college — Priority of enrollment in **Level III** should be given to adults who make a commitment to prepare for entry in occupational/technical or other postsecondary programs. At **Level III**, technical college districts should develop the capacity to offer a broad range of academically rigorous adult secondary education courses supported with appropriate technology and delivered in an applied mode. These courses should prepare adult learners for life-long learning, to succeed in occupational or other college education, and/or to enter meaningful and sustainable employment.

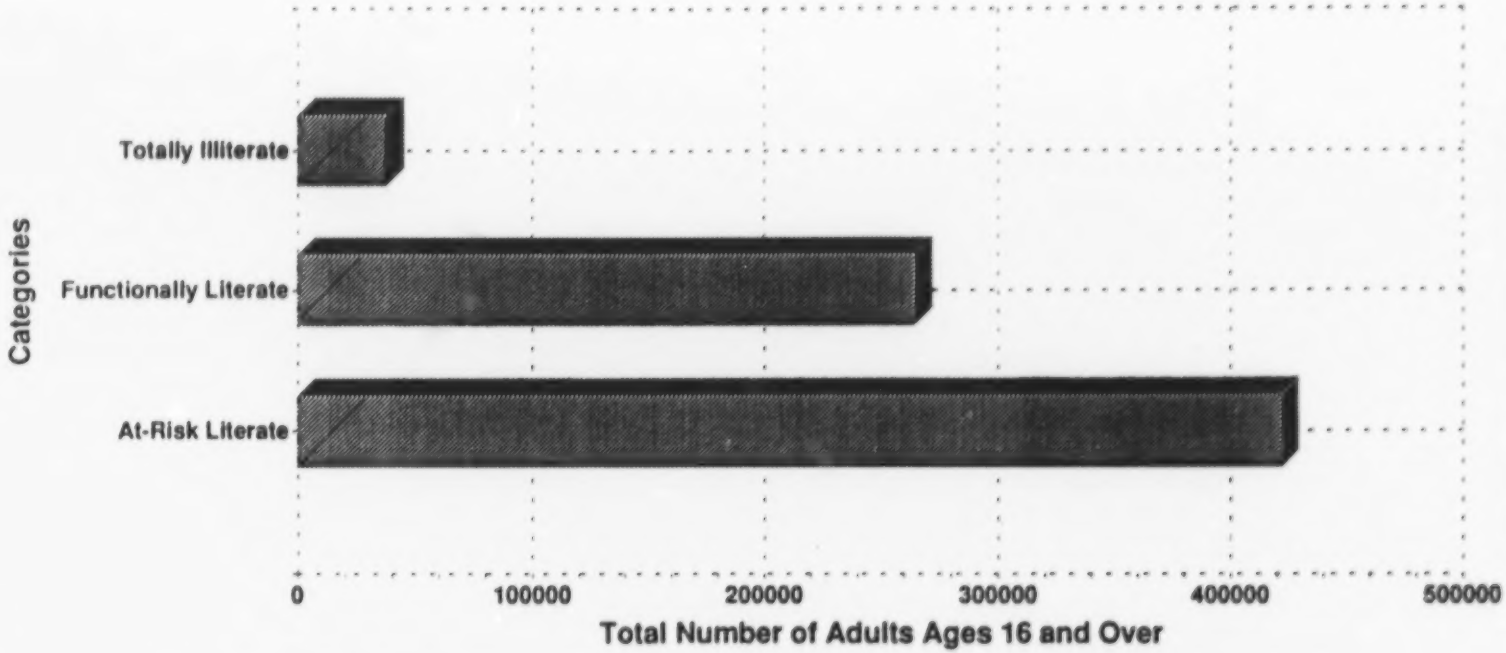

Work
Short-Term Vocational or Job Training Programs
Apprenticeships or Work
Employment Market
Level I
(Grades 0-5.9)
(Foundational skills development)
Level II
(Grades 6.0-8.9)
(Content-based and applied coursework)
GED/HSED Preparation *
Level III
(Grades 9.0-12.9)
(A broad range of adult secondary content-based courses)
Occupational and Technical Training
Other Postsecondary Education or College
--ESL/English language development and content instruction to be provided in bilingual mode, as needed across all levels of instruction;
--Student support services, academic advising, and career awarenesss to be provided across all levels of instruction

* *GED/HSED completion would be a "transition point" and not the end of preparation for work, occupational training, or other postsecondary education.*

file: bskcont.sam *T.Baez, 3/22/94*

Chart B

Wisconsin Out of School Adult Population



Categories:
37,760 Totally Illiterate (0-4 years of school completed)
264,624 Functionally Literate (5-8 years of school completed)
422,329 At-Risk Literate (9-12 years of school completed)

The 1990 Census also reports that approximately 14,741 of these adults are of limited English proficiency (LEP). Other data sources suggests that this figure maybe 8-10% less than the real number of LEP adults. T.Baez.

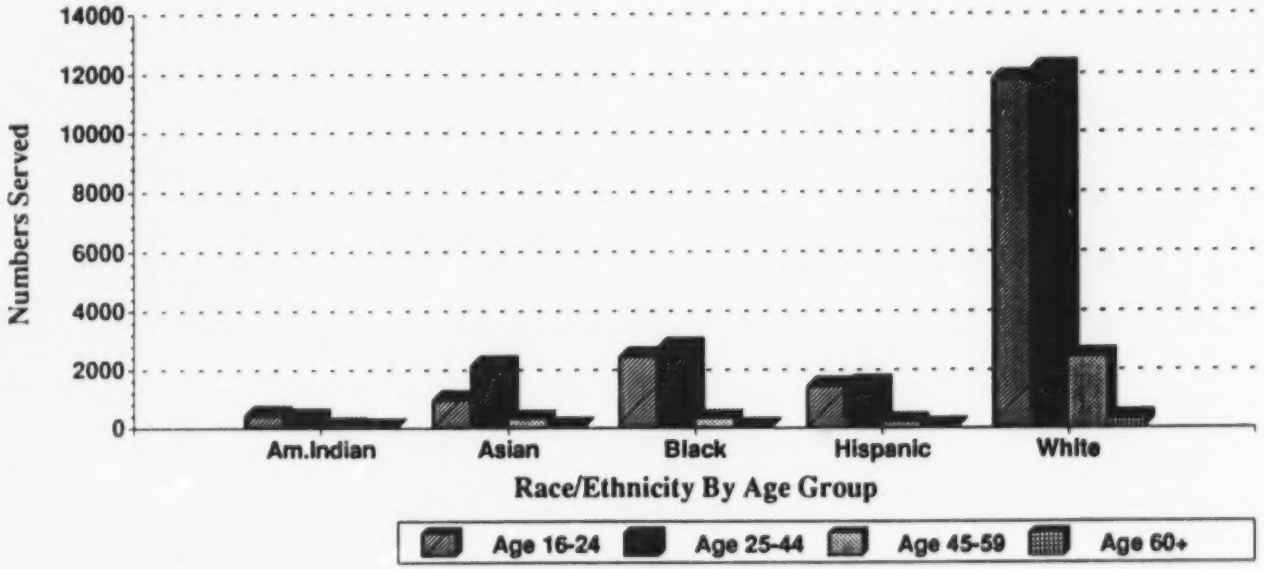
Statewide Basic Skills Task Force Report, Spring 1994

Source: U.S. Bureau of the Census, 1990

File: illitpop.cht

Chart C

PARTICIPATION IN BASIC SKILLS COURSES BY AGE AND RACE



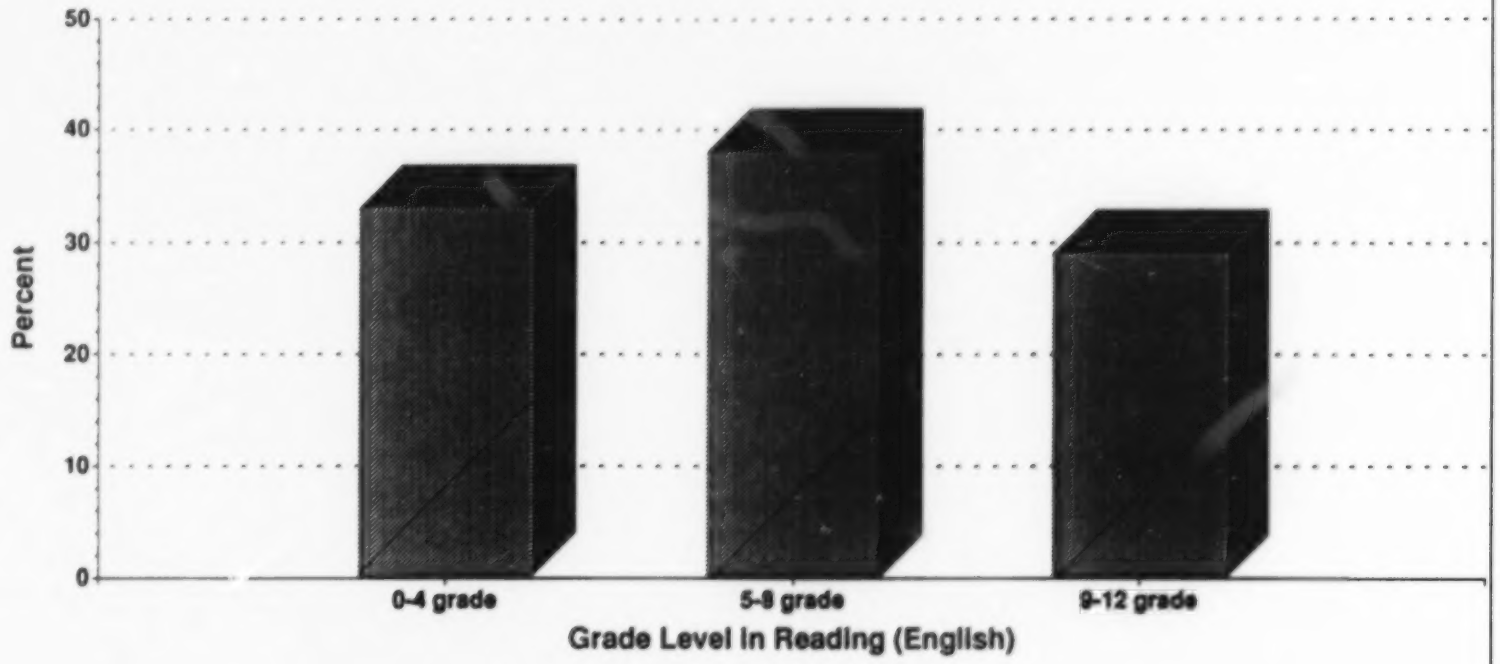
Source: Client Reporting System, Demographic Sample, 1992-93,
Wisconsin Technical College System,
Chart depicts only clients who reported both race and age

Statewide Basic Skills Task Force Report, Spring 1994

File: Bskage-r.cht

Chart D

71 Percent of Adults Entering Adult Basic Skills Programs in Wisconsin in 1991-92 Were Reading at or Below the 8th Grade Level, Irrespective of Prior Years of Schooling Completed



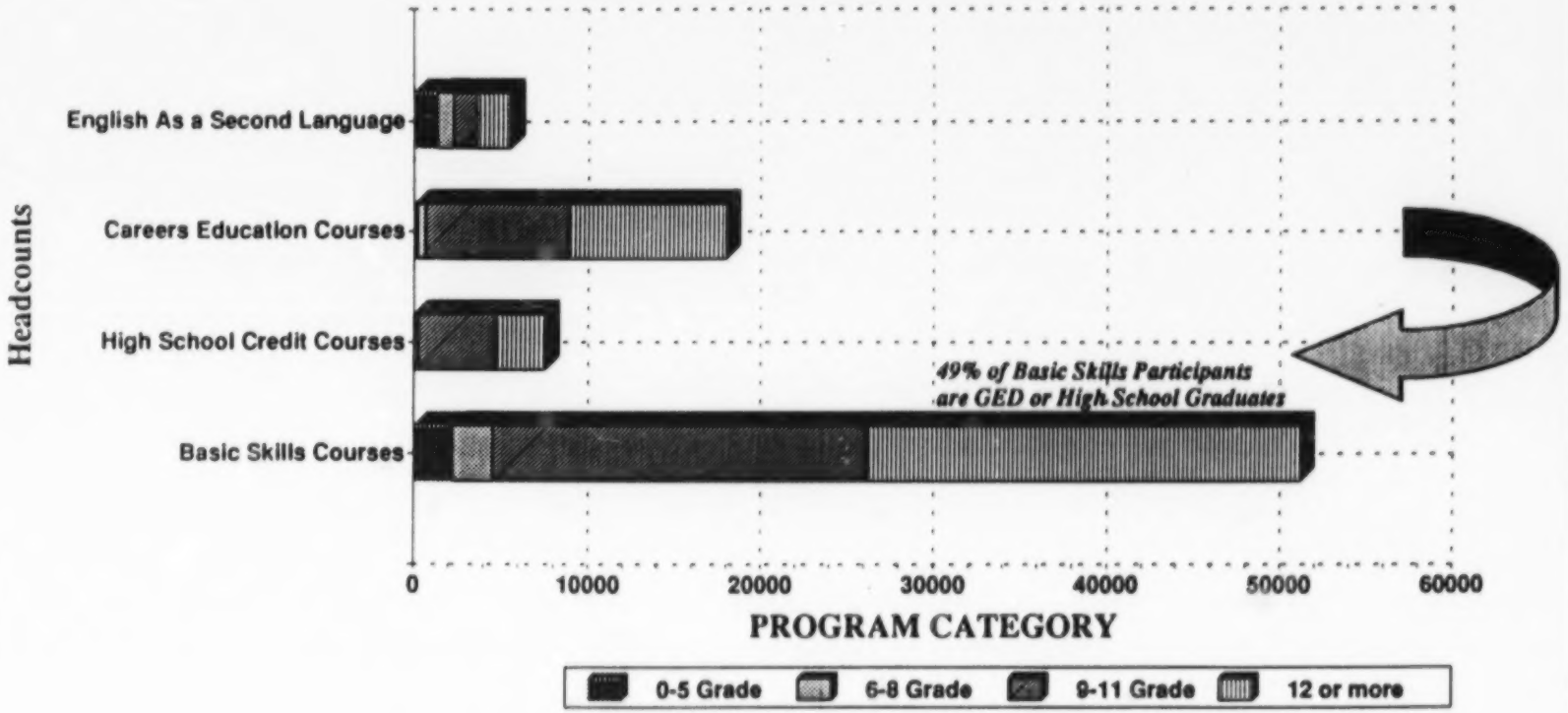
Source: Client Reporting System, WTCS

Statewide Basic Skills Task Force Report, Spring 1994

File: bskread.cht

Chart E

*Enrollment in Basic Skills Courses By Years of Schooling Completed, FY 1992-93**



Percent Participants - More Than High School Education	
Category	*Percent*
Careers Education	*50.64%*
Basic Skills Courses	*48.79%*
High School Credit Courese	*37.63%*
English as a Second Language	*35.13%*

Statewide Basic Skills Task Force Report, Spring 1994

Source: Wisconsin Technical College System Data Base, 1991-92

File: BSKSCYRS.cht

WISCONSIN TECHNICAL COLLEGE SYSTEM

DEMOGRAPHIC HIGHLIGHTS OF ADULTS SERVED BY BASIC SKILLS PROGRAMS DURING FY 1991-92

Total Served	*Average Age*	*Racial/Ethnic Minorities*	*Females*
80,455	27	27%	56%

Reading Level At Entry +		
0-4 Grade	5-8 Grade.	9-12 Grade
33%	38%	29%

+ 71% of those entering a basic skills course or program were reading below the 8th grade level.

Course Enrollment
Data - All Students

Reading Courses	*Writing Courses*	*Math Courses*
66%	39%	70%

Incarcerated Adults
Served By Basic Skills Programs *

Total Served	*Average Age*	*Racial Minorities*	*Female*
1,668	24	34%	15%

* *79% of those incarcerated had completed less than the 11th grade.*

Workplace Literacy Data (GPR Sources Only, 1991-92) **

Total Served	*Average Age*	*Racial Minorities*	*Female*
3,379	41	15%	42%

** *15% of participants had completed less than 11th grade of schooling*

IMPACT OF PROGRAM PARTICIPATION ON ADULT LEARNERS - FISCAL YEAR 1991-92 COHORT ***

7,891 (9.8% of all served) enrolled in an occupational program.
4,123 (5.12% of all served) obtained a GED, HSED, or High School Diploma
15,346 (19% of all served) were occupational students receiving "remedial" assistance to enter or succeed in their courses or program.
2,597 (3.22% of all served) obtained employment while enrolled.
1,085 (1.35% of all served) reported upgrading their employment while enrolled.

*** Of the 80,455 served, approximately 18,569 enrolled in *Career Education* courses. If this number were to be factored out of the total, the percentages of adult learners moving into occupational programs and completing their GED, HSED, or High School Diploma would be much higher than those calculated above. Limitations in the data prevent an accurate calculation.

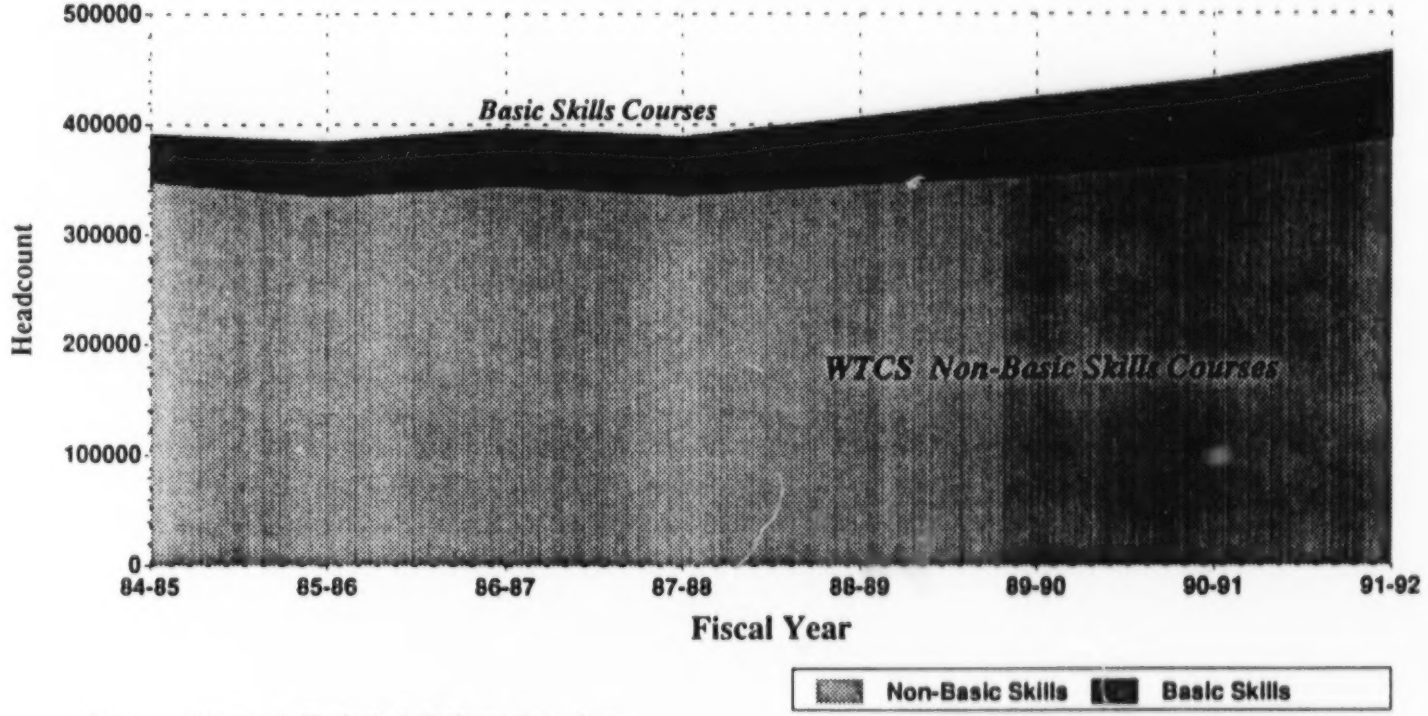
Source: WTCS: Client Reporting System (Participant Reporting) and FTE System.
Statewide Basic Skills Task Force Report, Spring 1994

file: crsdata1.sam

Chart G

NON-BASIC SKILLS AND BASIC SKILLS ENROLLMENTS

Fiscal Years 1984-85 TO 1991-92



Source: Wisconsin Technical Colleges Data Base

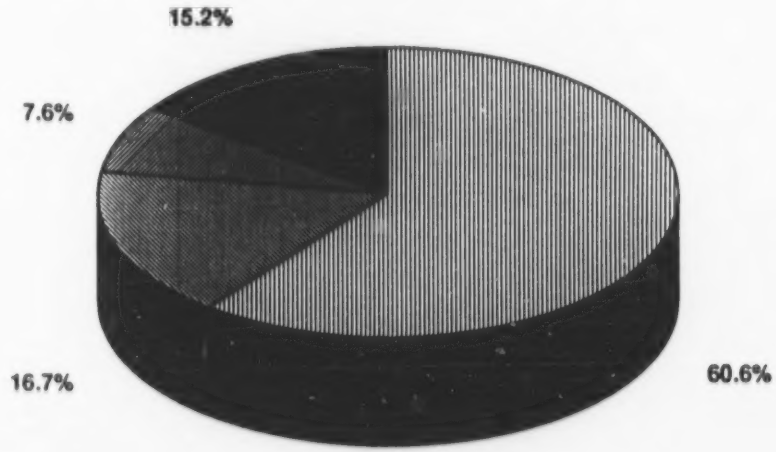
Statewide Basic Skills Task Force Report, Spring 1994

File: enr-bsk1.cht

52

Chart H

Funding of Adult Basic Education Programs in Wisconsin, 1992-93



Categories	*Amount*
Other State and Local Dollars**	$19,266,687
GPR Incentive Grants	$ 5,300,000
Vocational Educ Act (Remedial)	$ 2,400,000
Adult Educ. Act Federal	$ 4,818,000

* GPR is state "General Public Revenue."

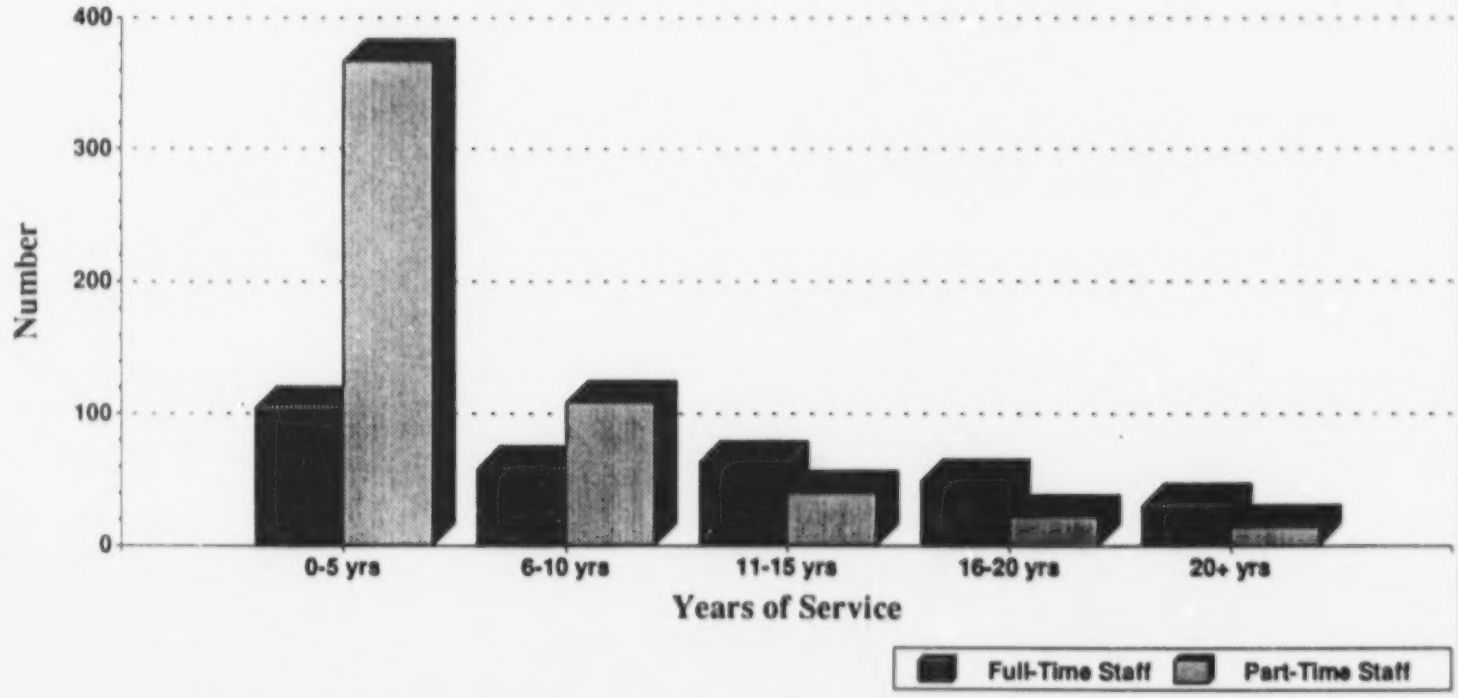
** State aids, program revenue, institutional revenue, and local levy.

Source: Wisconsin Technical College System
Statewide Basic Skills Task Force Report, Spring 1994

File: Bskbgt93.cht

Chart I

Wisconsin Technical College System
Part- and Full-Time Basic Skills Staff By Years of Service



Source: Data Reported by Technical College Districts for 1993-94 Fiscal Year

File: BSkStaff.cht

Statewide Basic Skills Task Force Report, Spring 1994

Wisconsin Technical College System, Fiscal Year 1993-94
Full- and Part-Time Staff By Years With Basic Skills Program

Full-Time Basic Skills Staff By Technical College District

District	0-5 yrs	6-10 yrs	11-15 yrs	16-20 yrs	20+ yrs	Total
A	3	4	13	3	4	27
B	4	4	6	3	1	18
C	2	0	0	1	3	6
D	6	1	6	2	0	15
E	10	4	1	3	1	19
F	17	5	2	9	1	34
G	18	13	5	0	1	37
H	35	16	13	13	14	91
I	2	1	0	0	0	3
J	8	2	8	4	4	26
K	5	2	2	0	2	11
L	1	9	10	5	1	26
M	0	0	0	1	0	1
N	3	1	1	4	0	9
O	2	0	1	3	0	6
P	5	2	2	3	0	12
Totals:	121	64	70	54	32	341

Part-Time Basic Skills Staff By Technical College District

District	0-5 yrs	6-10 yrs	11-15 yrs	16-20 yrs	20+yrs	Total
A	7	3	4	1	0	15
B	10	3	1	2	2	18
C	20	7	1	5	3	36
D	61	7	2	1	0	71
E	27	2	1	0	0	30
F	16	8	0	0	0	24
G	25	3	1	0	0	29
H	102	31	11	6	4	154
I	10	15	5	1	1	32
J	16	6	4	1	1	28
K	29	8	6	2	2	47
L	18	7	1	0	0	26
M	3	2	3	2		10
N	14	7	0	1	1	23
O	7	0	0	0	0	7
P	2	0	0	0	0	2
Total:	367	109	40	22	14	552

** Number of part-time staff for district "H" was prorated in accord with average per category for other districts because exact numbers were not available.*

Statewide Basic Skills Task Force Report, Spring 1994, Source: Data Reported By WTC Districts, file: ftbs-sta.sam

The Wisconsin Technical College System Board (WTCSB) is in full compliance with state and federal equal opportunity and affirmative action laws and regulations including Title IX of the 1972 Education Amendments and Section 504 of the 1973 Rehabilitation Act. It is the policy of the WTSB not to discriminate on the basis of race, color, national origin, sex or handicap in education programs, admissions and activities. Coordination of Title IX and Section 504 have been assigned to the Affirmative Action Office. Inquiries regarding equal opportunity may be directed to Affirmative Action Office, P.O. Box 7874, 310 Price Place, Madison, WI 53707; phone (608) 266-1844.